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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements (RL.P.10)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

***Skills***

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, "read"/tell a story using a wordless picture book (RL.P.2)
- ✓ Show understanding of and use the temporal words *first*, *next*, and *last* (L.P.5c)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants Have Basic Needs” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Plants Have Basic Needs” (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and categories explained in “Plants Have Basic Needs” (RI.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Basic Needs” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, being described in “Plants Have Basic Needs” (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to “Plants Have Basic Needs” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about plants’ basic needs, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

## Core Vocabulary

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**collect, v.** To gather or bring together

*Example:* My teacher will collect our lunch money so that we won't lose it before lunch time.

*Variation(s):* collects, collected, collecting

**garden, n.** A special place where people grow certain kinds of plants

*Example:* Jamilla planted a vegetable garden so that she can grow fresh cucumbers to eat.

*Variation(s):* gardens

**healthy, adj.** Well; not sick; in good shape

*Example:* Eating fruits and vegetables keeps Jonathon's body healthy.

*Variation(s):* none

**plant, v.** To sow a seed or put a seedling or plant in the soil so it can grow

*Example:* I want to plant a sunflower so I can eat its seeds.

*Variation(s):* plants, planted, planting

**soak, v.** To get wet by taking in or sopping up water

*Example:* Esther used a paper towel to soak up the water she spilled on the floor.

*Variation(s):* soaks, soaked, soaking

## At a Glance

|                                   |          | Exercise   | Materials   | Minutes                 |
|-----------------------------------|----------|--|---|-------------------------|
| <b>STARTING THE DAY</b>           |          |  |   |                         |
| <b>Routines</b>                   | <b>W</b> | Continue Established Routines                    | Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain             | During morning circle   |
|                                   |          | Attendance: Naming Letters During Morning Circle |   |                         |
| <b>Nursery Rhyme</b>              | <b>W</b> | Ring Around the Rosey                            | Nursery Rhymes and Songs Poster 42  |                         |
| <b>SKILLS</b>                     |          |  |   |                         |
| <b>Small Group 1</b>              | <b>S</b> | Warm-Ups   | Transition Cards: Sound Pictures; box filled with objects, chart paper or white board, marker | 10                      |
|                                   |          | Initial Sound Mystery Box                        |   |                         |
| <b>Small Group 2</b>              | <b>S</b> | Tell Your Own Story                              | Wordless picture book   | 10                      |
| <b>LISTENING &amp; LEARNING</b>   |          |  |   |                         |
| <b>Introducing the Read-Aloud</b> | <b>W</b> | What Have We Already Learned?                    |   | 5                       |
|                                   |          | Purpose for Listening                            |   |                         |
| <b>Presenting the Read-Aloud</b>  | <b>W</b> | Plants Have Basic Needs                          |   | 10                      |
| <b>Discussing the Read-Aloud</b>  | <b>W</b> | What's the Big Idea?                             | Chart paper or whiteboard, colored markers  | 10                      |
| <b>Extension Activity</b>         | <b>L</b> | Nature Walk                                      | Digital camera (optional)   | During Learning Centers |

## Take-Home Material

### Plants Family Letter 2

Give students the following material to take home to their family:

**Activity Page 11-1: *Plants Family Letter 2***

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

### ***Small Group 1***

Gather a variety of objects and place them in a cardboard box. Be sure to include objects with names that start with different consonant sounds (e.g., tape, scissors, paint, doll, etc.). Avoid objects that start with consonant blends (e.g., crayons, glue, bracelet, stapler, blocks, etc.).

### ***Small Group 2***

Locate a wordless picture book in your classroom or in your library. Popular wordless picture books for preschoolers include:

- *A Boy, A Dog, And A Frog*, by Mercer Mayer (Dial, 2003)  
ISBN 978-0803728806
- *Chalk*, by Bill Thomson (Two Lions, 2010) ISBN 978-0761455264
- *Good Night Gorilla*, by Peggy Rathmann (Putnam Juvenile, 1996)  
ISBN 978-0399230035
- *Hug*, by Jez Alborough (Candlewick Press, 2001)  
ISBN 978-0763615765

### ***Listening and Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### ***Extension Activity***

Decide when to conduct the Nature Walk, how many students will go at a time, and whether you need extra adults to accompany students. Consider at least three domain-related topics you will discuss with students while on the walk, and how they might experience these topics in nature. Write your plan for teaching this content in the blue box provided in the Extension Activity section of this day.

## Starting the Day

|                      |          | Exercise  | Materials   | Minutes               |
|----------------------|----------|---|---|-----------------------|
| <b>Routines</b>      | <b>W</b> | <b>Continue Established Routines</b>                    | Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain | During morning circle |
|                      |          | <b>Attendance: Naming Letters During Morning Circle</b> |   |                       |
| <b>Nursery Rhyme</b> | <b>W</b> | <b>Ring Around the Rosey</b>                            | Nursery Rhymes and Songs Poster 42  |                       |

## Routines

Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

### Attendance: Naming Letters During Morning Circle

**Note:** Continue using these steps to take attendance routinely every morning until a new attendance routine is introduced.

Students will continue signing into school using the **Sign-In Cards** from the *Animals* domain by copying their name and the placing their card in the correct container. During morning circle, students will begin to recognize letters in other students' names, as well as continuing to identify letters in their own names.

- As students arrive at school, help them sign in using their **Sign-In Cards** from the *Animals* domain. If adults are present during the sign-in process, ask students to name the letters in their names. Then, have students place their **Sign-In Cards** in the correct container.
- During morning circle, review who is present and who is absent. Point to one of the letters in each student's name and ask the student to identify the letter.

### Teaching Tip

At this point in the school year, students should know the names of the letters in their own first names. Other students in the class may also know the letter names, and it is fine to call on those students. If one of the letters in a student's name is a 'sound picture' that students know, have students say the sound that goes along with that letter.

- Be sure to point to the letters you wrote on the student's Sign-In Card, not the student's writing.
- When a student properly identifies a letter, have the rest of the class echo the letter name as you point to it on the **Sign-In Card**.

## Nursery Rhyme

Whole  
Group

### Ring Around the Rosey

#### *Learn the Rhyme*

- Teach students the song “Ring Around the Rosey” using the echo technique. Use **Nursery Rhymes and Songs Poster 42** as reference if needed. For an example of the echo technique, see **Day 1: Here We Go Round the Mulberry Bush**.
- Tell students that posies are bunches of flowers, like a bouquet. When the song says “pocket full of posies,” it means pocket full of flowers.
- When students are comfortable reciting the rhyme, have them act it out by holding hands and walking in a circle and then crouching down. If you have a large class, consider having students do this in smaller groups to prevent accidents.

#### *Blend Initial Sounds*

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Tell students the word *ashes* starts with a sound they have been learning—/a/. Model segmenting the word *ashes* by saying /a/—shes. Have students do the motions to segment and then blend the word *ashes*.
- Follow the same steps for the following words:
  - rosey: /r/—osey
  - fall: /f/—all
  - down: /d/—own

## Skills

|                      |   | Exercise                  | Materials  | Minutes |
|----------------------|---|---------------------------|--|---------|
| <b>Small Group 1</b> | S | Warm-Ups                  | Transition Cards: Sound Pictures; box filled with objects, chart paper or whiteboard, marker | 10      |
|                      |   | Initial Sound Mystery Box |  |         |
| <b>Small Group 2</b> | S | Tell Your Own Story       | Wordless picture book  | 10      |

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm.' Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air too.
- Call on a few students to share words that start with /m/.
- Repeat for /a/.
- Have each student think of one word that starts with /a/. When they have thought of their word, the students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

## Initial Sound Mystery Box

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Teachers will give clues based on the initial sound of objects in a box. Students will find the objects using the initial sound cues. Students will then give their own clues based on initial sounds.

- Show students the box you filled with objects (see **Advance Preparation**).
- Review the name of each object with the students, focusing on and repeating the initial sound of each word.
- Tell them you are going to say the first sound of the one of the objects and you want them to find that object.

*“I want Katie to find something in the box that starts with the /s/ sound. Katie, can you find something that starts with /s/?”*

- Allow the student to explore the objects in the box, perhaps having the student say each object's name until s/he lands on an object that starts with the specified sound.
- If one of the objects starts with a sound picture students know, write the sound picture on chart paper or the whiteboard. If students are ready, allow them to copy or write the sound pictures themselves.
- Return the objects to the box.
- Have students give clues about objects in the box to their peers, making sure that students say the initial sounds of the objects. You may need to have them secretly show you the object they are thinking of, then whisper the sound in their ear for them to repeat to the other students.



## Tell Your Own Story

**Note:** *If wordless picture books are unavailable, choose a fictional book in your classroom that has words and explain to students that they are going to tell their own story about pictures in the book.*

Students will make up a story to go along with the pictures in a wordless picture book. They will work as a group, each adding different parts of the story.

- Show students the wordless picture book you have chosen and tell them that they are going to tell their own story to go along with the pictures.
- Allow students to preview the book by flipping slowly through the pages, telling students to look at each page carefully.
- Prompt students to begin the story by deciding on the title, the names of the characters, and the setting.
- Begin the story by describing the picture on the first page for students.
- Go around to each student, allowing each student to add to the story by describing a picture.
- Help students to use words such as *first*, *next*, and *last* as they tell the story.
- If there is time remaining, students could continue the story by talking about what might happen after the book ends.
- Tell students you are going to put the book in the Library Center so they can each have a chance to look at the pictures to tell their own story.

### Learning Centers

Include many wordless picture books in your **Library Center** to encourage students to tell their own stories.

## Listening & Learning

|                                   | Exercise                               | Materials                                  | Minutes                 |
|-----------------------------------|--|--|-------------------------|
| <b>Introducing the Read-Aloud</b> | <b>W</b> What Have We Already Learned? |  | 5                       |
|                                   | Purpose for Listening                  |  |                         |
| <b>Presenting the Read-Aloud</b>  | <b>W</b> Plants Have Basic Needs       |  | 10                      |
| <b>Discussing the Read-Aloud</b>  | <b>W</b> What's the Big Idea?          | Chart paper or whiteboard, colored markers | 10                      |
| <b>Extension Activity</b>         | <b>L</b> Nature Walk                   | Digital camera (optional)                  | During learning centers |

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Have We Already Learned?



◀ **SHOW FLIP BOOK PAGE 11-1: Drinking water, eating sandwich, house**

- Remind students that they have already learned about the three things that human beings need to stay alive.
- Ask students if they can remember humans' three basic needs (water, food, shelter)
- If students are unable to remember any basic needs, give them some clues (e.g., What do you need when you get thirsty? What do you need when you get hungry? What do you need to protect yourself from temperature and weather?).

#### Purpose for Listening

- Tell students to listen to find out about plants' four basic needs.

# Plants Have Basic Needs



◀ **SHOW FLIP BOOK PAGE 11-1: Drinking water, eating sandwich, brick house**

To stay alive and grow, humans need water, food, and shelter. These are humans' basic needs.

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◀ **SHOW FLIP BOOK PAGE 11-2: Field of daisies**

Plants have basic needs, too. Plants need certain things to stay alive and grow.

- *Have students predict what plants might need to stay alive and grow.*

*"What do you think plants need to stay alive and grow? Do plants need water like humans? Do plants need to eat food like humans? Do plants need a safe home to live in?"*

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◀ **SHOW FLIP BOOK PAGE 11-3: Sunlight streaming through leaves**

Plants need sunlight. Plants **collect** sunlight with their leaves. They use the sunlight to make the food that helps them grow.

- *Tell students that sunlight is one of plants' basic needs.*

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◀ **SHOW FLIP BOOK PAGE 11-4: Gentle rain**

Plants need water. Plants **soak** up rain water from the ground with their roots. They use the water to help grow **healthy** stems and leaves.

- *Tell students that water is one of plants' basic needs.*
- *Remind students that this plant has roots growing down under the soil that help it soak up water.*

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← **SHOW FLIP BOOK PAGE 11-5: Cross-section of bean seedling**

Plants need nutrients. Soil holds the water and nutrients that plants need to grow. Plants grow roots to soak up the water and nutrients in the soil.

- *Tell students that nutrients found in soil are one of plants' basic needs.*
- *Point to the roots in the photo and explain that they soak up water and nutrients from the soil.*

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← **SHOW FLIP BOOK PAGE 11-6: Leaves against sky**

Plants need air. You use your lungs to take air into your body. Plants use their leaves to take in the air they need. They use air, along with sunlight, to make the food that helps them grow.

- *Tell students that air is one of plants' basic needs.*
- *Explain that air is all around them, even though they can't see it.*
- *Have students take a deep breath and tell them they are filling their lungs with air.*
- *Explain that plants don't have lungs—they use their leaves to take in air.*

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← **SHOW FLIP BOOK PAGE 11-7: Family garden**

Plants can find all the things they need to stay alive and grow right outside. Would you like to **plant a garden** and watch the plants grow healthy and tall?

- Call on a few students to respond.
- Ask students what they might plant in their gardens.
- Have students discuss what things their plants would need to stay alive and grow. (sunlight, water, air, and nutrients from soil)

## Discussing the Read-Aloud

**10** minutes

Whole  
Group

### What's the Big Idea?

#### Is It a Basic Need?

- Ask students to use their thumbs to show you whether something is or isn't a plant's basic.

*"I am going to name some different things. Plants need some of these things to stay alive, but not all of them. I want you to show me 'thumbs up' if the thing is something a plant needs to stay alive and 'thumbs down' if a plant does not need that thing."*

- paint brushes
- lollipops
- air (yes)
- popcorn
- water (yes)
- shelter
- blocks
- sunlight (yes)
- sweaters
- nutrients in soil (yes)
- books

### **Basic Needs Riddles**

- Describe a basic need and ask students to figure out which basic need you are describing.

*“I am going to talk about one of the things plants need to stay alive. I want you to try to guess which basic need I am talking about, but I’m not going to say the name of the basic need. I’m just going to give you some clues. This is called a riddle. Listen to these riddles about plants’ basic needs and raise your hand if you think you know the answer.*

- *I’m thinking of something that plants need that shines down out of the sky and is very bright. What is it? (sunlight)*
- *I’m thinking of something that plants need that falls out of the sky when it rains. What is it? (water)*
- *I’m thinking of something that plants need that they can get from the soil in which they grow. What are they? (nutrients)*
- *I’m thinking of something that plants need that you can’t see, but is all around us. What is it? (air)”*

### **Drawing Basic Needs**

- Draw a plant with its four basic parts on the chart paper.
- Call students forward to draw the plant’s basic needs: soil (nutrients), water, and sunlight. Give one student a “magic invisible marker” to draw air all around the plant.
- As students draw each basic need, label it and read the label to them, sliding your finger under the word as you read.

## Extension Activity



### Nature Walk

#### Teaching Tip

Use a digital camera to record observations on your Nature Walk. Print these photographs and display them in the classroom. Encourage students to tell narratives about their experiences and findings by talking about the pictures. You might take pictures of both plants and animals and have students sort the pictures into those categories. You might take pictures of plant parts and have students dictate a label for each of the parts.

#### Language Facilitation

Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., *where*, *what*, *how*, and *why* questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

#### Teaching Tip

Have students collect plants or plant parts (e.g., leaves, branches, nuts) to share with the class during **Pausing Point 2**.

Teachers will take students on a walk outside to observe plants growing in nature. The Nature Walk might occur during the regular Extension Activity time, during a field trip (see **Introduction**), or at another convenient time during the day. Locations where the Nature Walk might occur include: the playground, a park, a nature trail, or any of the suggested field trip locations where plants grow naturally (see **Introduction**). Teachers might plan to take students together as a class or in small groups. It could be helpful to plan the Nature Walk at a time when additional adults are available or to ask parent volunteers to be present for the activity.

- Plan how you will teach domain-related content during your Nature Walk. A box is provided for you to plan the activity.
- Use the open questions strategy to facilitate student engagement and elicit observations in nature.

*“What do you think will happen to this acorn? Where did it come from? What do you remember about trees?”*

- Suggestions for ways to teach domain-related content during the Nature Walk include:
  - Identify at least three different kinds of plants (e.g., grass, oak tree, dandelion, etc.) and use a field guide or nonfiction book to find out more about them.
  - Have students collect nonliving plant parts (e.g., leaves, stems, flowers, etc.) for display in the Nature Learning Center.
  - Find plants that are at different stages of growth (e.g., seed, seedling, flower, small plant, large plant, tree) and discuss what they might look like in the future and what they looked like in the past.
  - Discuss plants’ basic needs and draw pictures showing how these needs are met in nature. [sunlight, water, soil (nutrients), air]
  - Collect dead leaves or plants that have fallen on the ground and have students make rubbings or drawings of the collected plants.

- Keep a photo journal of your walk by taking photographs of the plants you observe.
- Look for animals that might eat the plants you are observing in the environment (e.g., squirrels eating nuts, insects drinking nectar, etc.).

